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ABSTRACT

A study examined the degree to which former students of Pennsylvania adult basic education (ABE) programs are maintaining and using the literacy skills that they developed while participating in ABE programs. During the study, researchers examined former students enrolled in ABE programs in 1974, 1976, and 1978. After analyzing demographic data obtained from 249 telephone interviews and from in-depth evaluations of the competency skills of 59 former students, the researchers concluded that statistical differences existed on two demographic variables only: 1974 students were more likely to be registered voters and 1978 students were more likely to have obtained a General Educational Development (GED) certificate. Students from all three groups surveyed maintained the literacy skills they developed during their ABE studies. The project staff concluded that if, as seems to be the case, literacy is maintained after a period of time, it would be cost effective to increase efforts to recruit and retain undereducated adults in ABE programs. Appended to the report are the project-developed interviewer's guide, the telephone questionnaire, and the text of the in-depth interview. (MN)

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DETERMINING MAINTENANCE OF ACHIEVEMENT FROM ABE PROGRAMS

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ABSTRACT

This study examined former students enrolled in ABE programs in 1974, 1976 and 1978, using a two-tiered method, self-reported demographic data obtained from 249 participants by telephone interviews, and quantitative evaluation of competency skills of 59 participants obtained by in-depth test interviews. Statistical differences existed on two demographic variables only: 1974 students were more likely to be registered voters and 1978 students were more likely to have obtained the GED. Analysis of variance indicated no significant difference between competency scores for participants from the three program years. Literacy was maintained over a period of time (eight, six, and four years) after involvement with an ABE program. If literacy is achieved and maintained after a period of time, it would be cost-effective to increase recruitment and retention of under-educated adults.

TABLE OF CONTENTS

	Page
I. Introduction	1
II. Brief Review of the Literature	2
III. Research Design and Procedures	4
Description of the Populations	4
Data Collection	6
Telephone Interview	6
Competency-Based Personal Interview	7
Analysis of Data	9
IV. Results of the Study	9
Comparison of Respondents by Year to Selected Demographic Variables	10
Comparison of Responderts by Year to Competency Scores	16
Item Analysis of Frequency of Reading and Writing	18
V. Summary and Conclusions	20
Summary	20
Conclusions	21
Bibliography	23
APPENDIX I: Interviewer's Guide	24
APPENDIX II: Telephone Interview Questionnaire	35
APPENDIX III:In-depth Interview Kit	41

I. Introduction

The rationale behind this study was to determine whether the purposes of the Adult Education Act were being achieved in Pennsylvania ABE programs. In order to ascertain more fully the place of adult basic development in the achievement of financial and social independence and participation in political affairs, it is important to determine the maintenance and use of literacy. This study examined former students in ABE programs in 1974, 1976, and 1978, and sought to determine, by a two-tiered method, self reported demographic data and actual performance on basic life skills, the extent of maintenance of literacy.

It differed from other studies in that it did not include students who were presently enrolled. It differed also in that the focus of the questions was limited to results obtained from participation and not to an evaluation of the program. The study used a two-tiered interviewing approach involving both self-reported and performance data.

In general, the study was to determine if participation in ABE had an impact in two basic categories: goals that related to the world of work and goals that related to individual growth, family, and community. Specifically it examined the influence of ABE on the following variables:

1.) Did students' occupational status improve by: (a) employment, (b) a better job, (c) promotion?

2.) Did students establish community linkages by: (a) being involved in social organizations, (b) becoming a volunteer, (c) registering to vote?

3.) Did students achieve personal goals such as: (a) obtaining a driver's license, (b) completing their GED, (c) continuing their education?

4.) Did students continue to use the medium of the printed word by: (a) obtaining a library card and using the library, (b) reading a newspaper habitually?

5.) Did students see a relationship between more education and quality of personal life by: (a) improved family life, and (b) being a better consumer?

6.) How well were students able to function competently in the basic functions required of adult living?

The study was conducted by Drs. Gordon C. Godbey and Iran C. Mohsenin, Adult Education Section, Division of Education Policy Studies at the Pennsylvania State University during the period September 1981 through April 1982. It is intended for use by researchers in adult education and adult development, ABE program directors, adult learning staff personnel, and persons interested in adult learning.

II. Brief Review of the Literature

Data from a national study in 1974 determining the effectiveness of ABE indicated that three quarters of the respondents who were working felt their ABE experience had helped them in their jobs and a majority credited ABE for improvement in their income.(1)

In June 1975 the Comptroller General of the United States released a report to Congress on "The Adult Basic Education Program: Progress in Reducing Literacy and Improvements Needed". It noted that ABE participants had realized many educational and personal benefits such as passing the GED, registering to vote, or obtaining training in preparing their income tax forms.

Gateway Technical Institute of Kenosha, Wisconsin (2) interviewed 273 former students in its ABE program and found that respondents had an increase in employment and used reading material frequently. No changes occurred in money-management, helping children with homework, or involvement in community groups.

In a study of ABE program impact on 351 former students in Ohio, the findings revealed significant impact for students on measures of social involvement, employment and educational continuance compared to a control group of eligible ABE persons. The latter scored higher on parent/school relationships, voting, and home ownership.(3)

Cumulative measures of impact of Pennsylvania ABE programs from 1972 to 1978 on standardized items indicated the following: 36,765 students had completed the ABE programs through eighth grade, 20,143 had passed the GED test, 6,689 were removed from Public Assistance, 7,413 had changed or upgraded their jobs as a result of program experience, and 6,195 had registered to vote for the first time.(4)

Persons who complete certain aspects of ABE are assumed to have gained various competencies. Clock-hours of instruction are often used to measure units of study. Ability to read, write, and compute is reported and along with finding employment, voting and being a better consumer are cited as accomplishments. Leaving welfare roles is a prized achievement for both the student and the program.

How well do these achievements stand the test of time? H. S. Bhola (5) contends that literacy is lost through disuse, "that adults, once made literate in classes, did not always stay literate". In an evaluation study by the National Institute of Adult Education in England of an adult literacy program (6)

the findings demonstrated that growth in confidence was the most noteworthy and important gain on the minds of the learners. This expanding confidence was seen in coping more successfully with jobs or with parents being involved in their children's education. More often, learners wanted to continue learning something else of interest or utility to them.

In all societies, age has been the basis for ascription of status as well as one of the underlying dimensions by which age interaction is regulated. All individuals have an internalized prescriptive timetable for ordering major life events, when to find a job, when to marry, when to have children, when to retire. People act in relation to social clocks which describe the timing in their lives. They are aware of their timing, being early, late, or on time with regard to educational, family, or occupational roles. Adults who return to formal basic education after a lapse of time do so in defiance of a popular myth in our society -- "you can't teach an old dog new tricks" (a myth which has been disproved by empirical research). They use their time, more precious as they get older, in pursuit of the American dream that education will bring them positive benefits leading to a better life. The purpose of this study was to assess the nature and scope of these projected benefits.

III. Research Design and Procedures

A. Description of the Populations

The study uses data obtained from three adult learning centers in Pennsylvania: Erie, Pleasant Gap and Altoona. The Development Center for Adults in Pleasant Gap represents a rural area covering two counties; Erie and Altoona represent a larger urban area by comparison.

The design for the stratified sample was to obtain a total of 100 names and current telephone numbers from each learning center's intake forms distributed as follows:

1978-79 - 100 names of former students who: (1) had a minimum of 33 hours of instruction; (2) were not in an institution; (3) had been checked at the 5-8 level; (4) had not completed 12th grade at the time of enrollment; (5) were not an ESL student; (6) had a telephone number. Because the 1974-75 and 1976-77 intake forms were different, the above constraints could not apply except: (1) not being ESL; (2) not having a telephone number; and (3) seeing from the address that the person was not in an institution. For 1974-75 and 1976-77, the projection was to obtain 75 names each. The sample was to be prepared so that names and current telephone numbers of as many former students as possible would be included, hence the search for a larger amount than needed for final telephone interviews. The average number of contact hours in 1978-79 for students at all sites was sixty-nine hours. By eliminating contact hours for students in three types of institutions (prisons, hospitals, and institutes for the handicapped) the average number of contact hours was reduced to sixty-six. The resulting number of thirty-three provided minimum contact hours, one stratifying variable for this study. Although these constraints were to be applied to the three sites in the study, it is only at Pleasant Gap where the researcher had control in obtaining the desired sample population.

At all three sites approximately one out of three names were traceable, attesting to the mobility of this population. The Pleasant Gap site, being the most rural of the three, had a ratio of one name out of slightly more than two that was reached.

Total telephone contacts were as follows:

	Altoona	Erie	Pleasant Gap	Total (by year)
1974	12	8	34	54
1976	26	21	23	70
1978	15	68	42	125
Total (by site)	53	97	99	249

Telephone interviews were completed in a two week period in March 1982. Approximately twenty-five telephone respondents were to be selected at each site for an in-depth personal one hour interview demonstrating aptitude on selected questions. The respondents for the in-depth testing were paid an honorarium for their time. Total in-depth interviews completed were:

	Altoona	Erie	Pleasant Gap	Total (by year)
1974	2	10	6	18
1976	7	9	4	20
1978	4	5	12	21
Total (by site)	13	24	22	59

Eight persons who were teachers at the selected learning centers were trained in a one-day workshop in general telephone and in-depth interviewing techniques. They also reviewed both the telephone questionnaire and performance based interviewing schedule. An interviewer's guide was developed for this aspect of the methodology (Appendix 1).

B. Data Collection

Telephone Interview - Telephone surveys had heretofore not been thought of as a methodology for serious social science research. Opinion surveys for marketing research had customarily relied on this method, but with increasing interest being given to various qualitative methodologies

which can be quantified, this type of survey is gaining in usage. Returns for mailed questionnaires are low, from forty to sixty percent, and to which the better educated usually respond. Face-to-face interviews in quantity are expensive and difficult to obtain. (7) The decision to use telephone interviews as an initial survey tool was based on the need for demographic factual responses that could be incorporated into short concise and clear questions. Telephone interviews have higher response rates than mail questionnaires because people do not unilaterally terminate telephone interviews. Since the sample ABE population was difficult to obtain because of its high mobility, it was crucial to make contact with each subject who had a current telephone number so a potential respondent would not be lost because of non-response to a mail questionnaire.

The core of the questionnaire consisted of eighteen close-ended background demographic questions with the final two questions eliciting open-ended responses evaluating the particular program for the benefit of the learning centers. The questions were designed to avoid dichotomous responses, otherwise the interview would have the aura of a quiz or an interrogation. The average completion time per interview was ten minutes with a range from two minutes to thirty-five minutes. Most of the respondents answered all the questions and no respondent unilaterally ended the interview. (Telephone questionnaire is in Appendix 2.)

In-depth Personal Interview - Because the telephone interview was used mainly for self-reported demographic data, the in-depth interview was designed to evaluate competencies. An in-depth interviewing kit was developed to assess comprehension in reading patent medicine labels, perform a task on an income tax form, match answers to questions in a daily newspaper feature, understand a school bus regulation, evaluate TV programs for a specific task, respond to

a rental lease, read a part of the Pennsylvania hunting regulations for a specific law (for men) or increase a recipe (for women).

Some of the questions were designed to investigate a theory that states that literacy leads to higher forms of thought; writing and logical thinking are mutually dependent and one re-inforces the other (8). The relationship of written words to memory and thinking is claimed to be different than the spoken word, therefore, it follows that oral communication is inadequate to meet the requirements of the modern world. Written communication is necessary for social and economic well being and the need for elaboration in all forms of communication becomes apparent. The questions dealing with a descriptive form of a shopping list for someone else and a list where respondents described in writing what they had done in one day were based on the symbiotic relationship of written communication to higher order thinking.

The competency interview was subtly timed to take one hour in a one-to-one setting with the interviewer. Timed tests cause problems for adults who become less learning-efficient under time pressure. Actual time range was twenty-eight minutes to two hours; the mean time was 50 minutes. The interview was also designed to be given at the respondent's homes neutral from an institutional setting and free from any emotional attitudes towards formal schooling which could contaminate their performance. Of the fifty-nine interviews, six were done at respondents' homes, one in a school near a respondent's home and fifty-two were conducted at the learning centers. (Appendix 3 contains materials for the competency interview) Both the telephone interview and the competency interview were pre-tested and revised.

The competency interview, besides adding a factual quantitative component to the study, illuminated the demographic data. Telephone interviews, by their nature, must be close-ended, simple, and short. They answered the question of <u>who</u> and <u>where</u> the former ABE student was. The competency interview

answered the questions of what and how he performed on daily living skills.

C. Data Analysis

The primary objective of the analysis was to determine if a relationship existed between year in program (1974, 1976, 1978) to various demographic indices, employment, citizen/volunteer commitment, and continued literacy usage. Responses to the telephone interviews were coded and analyzed by Frequency Analysis With Chi Square.

The evaluation questionnaires were graded manually for comparison by attendance year at the learning center and competency score.

IV. Results of the Study

Some 249 former students of ABE programs at three learning centers comprised the sample telephone population. Responses by year when they were students were: 1974 - 53 or 21.3% of total sample; 1976 - 72 or 28.9%; 1978 - 124 or 49.8%. One-half of the respondents had been in ABE eight to six years previously. More than one-third of the sample were male (36.5%) and two-thirds (63.5%) were female. Over one-half of the sample was under thirty-five years of age indicating that ABE attracts a younger population; two-thirds of this sample had been 34 years and younger when they were students. This compares to a previous demographic description where in 1978, almost three quarters of the students were under thirty-five years.

The majority of respondents (92%) identified themselves as white/Caucasian. In a study conducted in 1979 (9) Sebring, et al, found that, in comparison to the ABE target population, proportionately more Blacks and Hispanics were served in ABE programs. The low figure in this study was due to geographic sampling with Blacks being represented only in the Erie program.

Although no statistical difference was evident between years in reported income level, the largest group earned between $5,000 - 10,000 (29%), the next being in the $15,000 - 20,000 bracket. Since the majority of respondents were women of which 23% described themselves as housewives, these figures do not indicate individual income. The response to this question was total family income. Almost 20% of the respondents in the 1978 sample reported incomes of less than $5,000.

Comparison of respondents by year when student to selected demographic variables

1. No statistical difference at the 0.05 level for frequency analysis with chi square was observed between the entry year and the last grade of formal schooling completed. Twenty-nine percent of the sample had finished 10th grade followed by 27% completing 11th grade. Twenty percent had entered ABE with eighth grade or less of formal schooling.
2. Completion of the GED showed statistical significance at the 0.05 level. Students in 1978 completed their GED by a two to one ratio compared to 50% completion in 1976 and 1974 although age when student was not statistically significant between the three years under observation.
3. More than one-half of the sample did not take further classes and less than one fourth went on to take one class. There were no observable differences from 1974 to 1978.
4. Slightly over fifty percent were presently employed, 21% were unemployed and 23% were housewives. Eighty percent of the employed were full time workers in skilled or semi-skilled occupations. No statistical differences existed in the employment picture in 1974, 1976, or 1978.

5. The majority (73%) were not receiving any type of welfare; and for those who received it, it was mainly SSI. This was constant for the three different years.
6. More than two-thirds of the sample had not been employed when they were students compared to fifty percent reporting present employment. There were no significant differences in the three years.
7. No statistical difference existed in total family income; almost a one-third majority of 1976 and 1978 students reported incomes between $5,000 and $10,000 while the majority (28%) in 1974 reported an income between $15,000 to $20,000.
8. Voting registration for 1974, 1976 and 1978 revealed a significant difference between the three groups. More than 78% of the 1974 sample were registered indicating that older former ABE students were more likely to register than students in a younger age group.
9. The majority of the sample (60%) for each year were not involved in organizations of social clubs; they also indicated by 61% that they were not involved in volunteer work. Those who did volunteer work donated time to church or activities for children.
10. Most of the sample (80%) had a driver's license when they were students; this figure increased by 8% at the time they were questioned, indicating no significance by year.
11. There was close statistical significance in the perceptions of school involvement helping the family. The greatest percentage in each year indicated improved self-esteem as one major effect, the oldest group, 1974, having the highest percent response on this category. This may be due to the long term effects of their perceptions of the ABE program. Family pride was the leading reason given for the 1978 group, a slight bit larger than self-esteem. The constant third reason for each year sampled was helping children

with their homework.

12. Although no difference existed between the three year groups in benefits of ABE for consumers, respondents' main benefits were in being discerning shoppers at the grocery store. The 1978 group felt ABE had helped them in the workplace.

13. The majority of respondents did not have a library card; those who did used the library about once a month. No differences existed between years.

14. The majority of respondents read all parts of a newspaper every day, while a small number read some of the paper such as special features, or sports. The 1974 group claimed the nighest readership.

TABLE 1

Response Frequencies and Percentages of Total Responses of Former Students on Demographic Items by Year in ABE Program

Demographic Item	Year in Program 1974 N=53 (21.3%)	1976 N=72 (28.9%)	1978 N=124 (49.8%)
Learning Center			
Erie	34 (34.3)	24 (24.2)	41 (41.4)
Pleasant Gap	8 (8.2)	21 (21.6)	68 (70.1)
Altoona	11 (20.8)	27 (50.9)	15 (28.3)
Sex			
Male	17 (32.1)	31 (43.1)	43 (34.7)
Female	36 (67.9)	41 (56.9)	81 (65.3)
Completed GED	26 (52)	32 (47)	84 (69.4)
Taken other classes			
None	28 (52.8)	41 (56.9)	63 (50.8)
One	16 (30.2)	12 (16.7)	31 (25.0)
Two	3 (5.7)	10 (13.9)	20 (16.1)
Three or more	6 (11.3)	9 (12.5)	10 (8.1)
Employment			
Housewife	13 (25.5)	16 (22.5)	26 (21.5)
Disabled	6 (11.8)	3 (4.2)	5 (4.1)
Unemployed	11 (21.6)	11 (15.5)	30 (24.8)
Employed	21 (41.2)	41 (57.7)	60 (49.6)
Receiving Welfare or Other Aid			
Yes	9 (18)	17 (24.6)	39 (32)
No	41 (82)	51 (73.9)	83 (68)
Registered to Vote			
Yes	41 (78.8)	41 (56.9)	55 (44.4)
No	11 (21.2)	31 (43.1)	69 (55.6)

	1974	1976	1978
Community Involvement			
Belong to one or more organizations	24 (46.2)	31 (43.1)	44 (35.5)
Do volunteer work	26 (49)	30 (41.7)	40 (32.5)
Driver's License			
Had when student	43 (86)	56 (83.6)	84 (74.3)
Have at present	47 (88.7)	65 (90.3)	106 (85.5)
Ways being in school helped family			
Don't know	6 (13.3)	13 (19.7)	19 (17.9)
Improved self-esteem	18 (40)	20 (30.3)	27 (25.5)
Family proud of student	4 (8.9)	6 (9.1)	29 (27.4)
Helped children with homework	7 (15.6)	12 (18.2)	12 (11.3)
General help in home/personal relationships	3 (6.7)	3 (4.5)	3 (2.8)
Learned reading/math	3 (6.7)	6 (9.1)	2 (1.9)
Better job	4 (8.9)	6 (9.1)	14 (13.2)
Ways being in school helped as consumer			
None	17 (44.7)	24 (42.9)	38 (44.7)
Improved in grocery shopping	12 (31.6)	11 (19.6)	15 (17.6)
Figuring taxes, interest	4 (10.5)	10 (17.9)	5 (5.9)
Improved math in home/work	0	2 (3.6)	13 (15.3)
Helped in budgeting	2 (5.3)	3 (5.4)	5 (5.9)
General help	3 (7.9)	6 (10.7)	9 (10.6)
Continued Literacy Use			
Have library card	27 (50.9)	30 (42.3)	48 (38.7)
Daily Newspaper			
Read every day	46 (86.8)	48 (69.6)	92 (74.8)
2-3 times per week	4 (7.5)	15 (21.7)	9 (7.3)
Hardly ever	3 (5.7)	6 (8.7)	22 (17.9)

Age (when student)
- 18-24
- 25-34
- 35-44
- 45-54
- 55+

Family Income
- 20,000+
- 15,000 - 20,000
- 10,000 - 15,000
- 5,000 - 10,000
- under $5,000

1974	1976	1978
16 (30.2)	21 (29.2)	55 (44.7)
17 (32.1)	25 (34.7)	27 (22)
10 (18.9)	10 (13.9)	20 (16.3)
9 (17)	10 (13.9)	17 (13.8)
1 (1.9)	6 (8.3)	4 (3.3)
11 (22)	11 (15.7)	14 (11.9)
14 (28)	14 (20)	20 (16.9)
8 (16)	12 (17.1)	24 (20.3)
10 (20)	23 (32.9)	37 (31.4)
7 (14)	10 (14.3)	23 (19.5)

Comparison of Respondents by Year to Competency Scores

A total of fifty-nine telephone respondents comprised the in-depth competency interview samples. Women outnumbered men in the sample by an overall two to one ratio.

TABLE 2

Competency Interview Respondents by Year and Sex

	1974	1976	1978	Total
Males	6	9	7	22
Females	12	11	14	37
Total	18	20	21	59

Fifty-nine percent of these respondents had earned their GED with a slight variation by program year.

TABLE 3

GED Completion Rate

	1974	1976	1978	Total
Completed	9	11	15	35 (59%)
Not completed	9	9	6	24 (41%)
	18	20	21	59

The sample in these programs reflect the overall youth of ABE; the majority were thirty-four years and younger when students.

TABLE 4

Age of Respondent When Student

Age When Student	1974	1976	1978	Total
18-24	7	10	11	29 (47%)
25-34	7	5	4	15 (27%)
35-44	3	3	4	10 (17%)
45-54	1	2	1	4 (7%)
55+	0	0	1	1 (2%)
	18	20	21	59

The present age at the time of the interview indicated a slightly older age group, the majority being in the 25 to 34 year age group.

TABLE 5

Age of Respondent at Time of Interview

Present Age	1974	1976	1978	Total
18-24	0	4	11	15 (25%)
25-34	9	8	3	20 (34%)
35-44	6	4	4	14 (24%)
45-54	0	3	1	4 (7%)
55+	3	1	2	6 (10%)
	18	20	21	59

Twelve items were scored for the in-depth competency interview with a possible range of scores from zero to forty-five. Mean score for respondents who were in ABE programs in 1974 was 38.64 with a range from forty-five to twenty-four. Mean score for 1976 ABE students was 38.28 with a range from forty-five to twenty-nine. Range of 1978 students was forty-five to twenty-seven with the mean score being 36.28.

Analysis of variance of the data for 1974, 1976 and 1978 indicated that there was no significant difference between competency scores at the .05 level. Based on this finding, it can be interpreted that adults who were students eight, six or four years previous to the testing showed no differences in learning retention.

TABLE 6

Analysis of Variance for Competency Scores

Source	SS	df	MS	F
Means	36	1	36	
Within	759	40	18-98	1.9
Total	795	41		

Item Analysis of Frequency of Reading and Writing

The last two questions of the competency interview examined the amount or type of reading or writing that the respondent had done the previous day. Reading a newspaper was the most frequently mentioned material.

	Reading Material	Number of Respondents
1.	Newspaper	40
2.	Magazine article	19
3.	TV Guide	12
4.	Book	11
5.	Road signs	5
6.	Mail	5
7.	Notes/letters	5
8.	Instructions	5
9.	Recipe	4
10.	Telephone book	4
11.	Grocery list	4
12.	Child's homework	3
13.	Bible	3
14.	Bills	2
15.	Menu	2
16.	Work related	2
17.	Medicine directions	1
18.	Road Map	1
19.	Crossword puzzle	1
20.	Textbook	1
21.	News on TV	1
22.	Schedule	1
23.	Application	1

One person indicated that he had read nothing.

Making letters and/or notes was the most common form of writing.

	Writing	Number of Respondents
1.	Letters/notes	17
2.	Grocery list	12
3.	Telephone numbers	11
4.	Checks	9
5.	Job related	7
6.	Signature	4
7.	Appointments	4
8.	Lists	4
9.	Test	3
10.	Crossword puzzle	2
11.	Measurements	2
12.	Income tax	1
13.	Class notes	1
14.	Application	1
15.	Special instructions	1

Eight persons indicated they had not written anything.

V. Summary and Conclusions

One method of determining whether the purposes of the Adult Education Act are being achieved in Pennsylvania is to ascertain the maintenance and use of literacy in everyday life by former ABE students. This study examined former students who were enrolled in ABE programs in 1974, 1976, and 1978, and sought to determine, by self-reported demographic data and competency based in-depth interviewing, the extent and maintenance of literacy. The study was also designed to determine if participation in ABE had an impact on goals related to individual growth, family and community.

Two hundred forty-nine former students from three learning centers who had been enrolled in 1974, 1976, and 1978 were contacted by telephone interviewers to provide demographic information on their present status. A statistical difference existed on two variables only: (1) the 1974 participants were more likely to be registered voters than those in 1976 and 1978; (2) GED completion was greater for 1978 participants than for those in 1974 and 1976; no statistical differences between program years existed on the following variables:

1.) last grade of formal schooling was 10th grade;
2.) a majority did not take further classes;
3.) over 50% were presently employed;
4.) the majority were not receiving any type of welfare;
5.) two-thirds had been unemployed when students compared to fifty per cent presently reporting employment;
6.) total family income for 1976 and 1978 respondents was between $10,000 to $15,000 and between $15,000 to $20,000 for 1974 students;
7.) majority were not involved in organizations, social clubs, or volunteer work;
8.) majority had driver's licenses when students with only a slight increase after student involvement;
9.) improved self-esteem was the major personal impact noted;
10.) majority did not have a library card, but read all or parts of a newspaper every day.

Fifty-nine respondents from the telephone sample of 249 were selected to participate in one hour in-depth competency interviews in which they answered questions related to daily tasks. Analysis of variance of the data for the three program years indicated there was so significant difference between competency scores at the .05 level. Adults who were students eight, six, or four years previous to the testing showed no difference in learning retention. Mean scores on a scale of 0 to 45 ranged from 36.28 to 38.64.

Conclusions based on this study can be made that literacy is maintained over a period of time. The main vehicle for literacy use in this period of video is the newspaper. It was reported consistently that most participants read all or part of a newspaper every day. Writing usage does not approach that of reading and was confined to short notes or letters.

Comparing the similarity of demographic features of the students from 974 to 1978, it can be concluded that the same population is attracted to ABE programs. This homogeneity can be due to the self-selection of individuals who seek further education and do not need special recruitment techniques to develop and achieve higher literacy goals. Relatively few of this sample were on public assistance. A survey of those adults on public assistance to ascertain educational level may indicate the need for other recruitment approaches for the educational and economic underclass. If literacy is achieved and maintained over a period of time, it is cost effective to increase recruitment and retention of under-educated adults in adult basic education.

Several limitations existed in this study. Because of the differences in the intake forms of the three years under consideration, it was difficult to apply the same variables to all the subjects, the most important being number of program contact hours. The need for accurate data approaching the computerized method already in place in the public school system was highly evident in collecting a representative sample. Retrieval of pertinent information on ABE students in

an efficient manner would help in identifying this population and evaluating program impact.

In many areas, the high mobility of this population and resistance to mail questionnaires make it difficult for follow-up studies on former students. Although limited funding for ABE decreases the priority of post-program studies, it may be economical to incorporate a continuous process to follow students who have not completed their educational goals. The long term effects in terms of personal and societal advancement may off-set the short-term financial cost.

Using staff from the learning centers as interviewers may have both positive and negative effects. One positive effect mentioned by some prior to interviewing was that students already knew the teachers or identified the teachers with a known place, thus increasing trust. According to Rogers (10) in an article comparing interviews by telephone and person, the balance of evidence indicates that a warm and friendly interviewing style increases response bias and impedes obtaining full and accurate information. Former students may want to show themselves in a positive light before their teachers, while outside interviewers would operate in a psychologically neutral setting.

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APPENDIX I

INTERVIEWER'S GUIDE

INTERVIEWER'S GUIDE

PSU ADULT EDUCATION

ACHIEVEMENT STUDY

PROGRAM FOR ONE DAY WORKSHOP

9:30 A.M.	Introduction; Description of Study
10:00 A.M.	Interviewing Techniques and Tips. Nancy H. Miller, Assistant to the Dean, Public Relations, Penn State; WPSX Television Interviewer
11:00 A.M.	Background Information about telephone surveys
12:00 - 1:30 P.M.	Lunch
1:30 - 4:00 P.M.	Review of Telephone Questionnaires, Review of In-Depth Interviews

INTERVIEWER'S GUIDE

As our associate in this research project, you have the responsibility for collecting and reporting complete and valid information. This guide is designed to be a resource tool that you can refer to when the need arises.

Interviewing is challenging and interesting work where the adage "truth is stranger than fiction" may sometimes apply. Because of your previous role as teacher in an adult basic education program, you may find it difficult to relinquish that role and be neutral and non-judgemental. A good interviewer is intelligent, industrious, honest, personable, self-motivated, mature, sensitive, flexible, attentive to details, dependable, and be able to work without supervision completing the task within a short time frame.

You will experience gratification when respondents view the interviewing process in a positive way and feel they have made a contribution to a worthwhile project. If there is one basic thread that is woven throughout the interviewing process, it is that all respondents are accorded dignity and worth. They, in turn, will provide a depth to the texture of knowledge that we are attempting to seek.

I. Some tips on encouraging responses

A. Reward the respondent by
   1. Showing positive regard
   2. Giving verbal appreciation
   3. Using a consultive approach
   4. Supporting her/his values
   5. Offering tangible rewards
   6. Making questions interesting

B. Reduce costs to respondents by:
   1. Making the task appear brief
   2. Reduce physical and mental effort that is required
   3. Eliminating chances for embarrassment
   4. Eliminating any implication for subordination
   5. Eliminating any direct monetary cost

C. Establish trust by
   1. Providing a token of appreciation in advance
   2. Identifying with a known organization that has legitimacy
   3. Building on other exchange relationships

from Dillman, Mail and Telephone Surveys

II. What the respondent might like to know about the study

A. Who is paying for the survey?

It is sponsored by the Adult Education Section of Penn State University and is paid for by the Pennsylvania Department of Education.

B. What is the purpose of this survey?

It is to know where our former students are in relation to their jobs and in the community. It will help us look at our programs and see where they need to be improved.

C. Who is the person responsible for the survey? May I talk to him/her?

The person in charge is Professor Gordon Godbey in the Adult Education Department at Penn State 865-1487. His associate is I. C. Mohsenin, also at that number. I can have him or her call you if you wish.

D. How did you get my name and telephone number?

Your name was drawn from a list of students enrolled in 197__.

E. How can I be sure this is authentic?

I will be glad to give you my number and you can call me back.

F. Is this confidential?

Yes, most definitely! Your name is not attached to any interview and after we have finished, the answers will be put on a computer card and the questionnaires will be thrown away. We are only interested in information you give, without any names attached.

G. I don't want to answer that question.

(Response) That is perfectly alright. We will go on to the next one.

H. Can I get a copy of the results?

Yes, I would be glad to send it to you if you will give me your current address. We hope to get the results in two months.

Interviewers Guide

III. Possible reasons for refusals

Reasons for refusing . . . . . and possible answers

Too Busy	This should only take a few minutes. Sorry to have caught you at a bad time. I would be happy to call back. When is a good time?
Bad Health	I'm sorry to hear that. Have you been sick long? I would be happy to call back in a day or two. Is that alright?
Not Interested	It's very important that we get your input, otherwise the results won't be so useful. Because you were a former student, you are valuable to this study. I really would like to talk to you.
None of Your Business	I can certainly understand, that's why all of our interviews are confidential. Protecting your privacy is my main concern. Your name will not appear anywhere with your answers. The results of this survey are released so that no individual can be identified.
Objects to Surveys	This is important because in order for our centers to continue and to get funding, we continually have to look at our programs and see how we are doing.
Object to telephone survey	This type of survey is faster and costs much less since we don't have many questions.
Can't Remember that far back	Maybe some of the questions will jog your memory. It's alright if you don't remember or can't answer some of the questions.

Interviewers Guide

IV. Administering the Telephone Interview

In telephone interviewing, what you say and how you say it determines the response. Everything you wish to convey is your voice.

A. When calling from your home, work in a quiet place so you will not be distracted.

B. Make the necessary arrangements so you will not be interrputed during the interview.

C. The most productive times are evenings from 6:30 - 9:30 week days and 10:00 to 9:30 on week-ends.

D. Arrange to call back at a time more convenient to the respondent. If you have tried a number three times and cannot reach the person, eliminate the name from your sample.

E. Keep your voice low and easy to listen pitch.

F. Identify yourself, state your affiliation first with your learning center and secondly as a study by PSU.

G. Pace your questions and allow sufficient time for the respondent to think before answering.

H. Repeat the respondent's words while recording the answers to eliminate silences that may provoke tension.

I. Record everything at the time of the interview.

J. Do not tape record interviews.

K. Ask a select sample of respondents if they would like to be considered for a personal interview within the following week. If they respond affirmatively, record address and convenient time for a one hour period and then inform them they will be paid $10.00 for their time.

V. The Personal Task-Oriented Interview

A. Call before your go to the interview to corroborate time and place.

B. Since the respondent is required to perform various tasks, explain that the procedure is not an examination.

C. Read each question auidbly, clearly and at a pace where it can be understood.

D. Give the respondent adequate time for each task. After completion of the interview when you are alone, mark any question which took a longer period of time to answer. Do not, during interview, glance at watch and attempt to rush the respondent.

E. If the respondent does not understand a question, use appropriate words in rephrasing the question.

F. Respondent will write answers on sheet provided.

G. If respondent cannot answer any questions, he/she may skip and go on to another question.

H. The interviewer should not show bias through verbal or non-verbal expressions.

I. The interview should be conducted with dignity, without denigrating the questionnaire content.

J. It is up to the interviewer to make the interview the focal point of the visit, keeping to a minimum irrelevant conversation.

K. The interviewer must be sensitive to the respondent's reactions and know when to repeat a question.

L. The interviewer should suggest that radio or TV be turned off so that interview can be conducted in a quiet place.

M. It is the interviewer's responsibility to determine if answers given to questions from a local directory are correct. All other responses will be evaluated by the project coordinator.

A FINAL NOTE

In the use of interviewing as the sole methodology, the interviewer and the question guide are the instruments. The dependability of the instruments and the quality of the data rests for the main part, on the interviewer. The results of this study will be disseminated for further research or application for program design, therefore the need is imperative to obtain and transmit complete and valid data.

PSU ADULT EDUCATION ACHIEVEMENT STUDY

Interviewer: _____ Social Security Number_____

Address: _____

_____

Telephone: _____

Date Submitted: _____

Number of personal interviews completed

@ $25.00 _____

Postage _____

TOTAL DUE _____

Mail to: Iran Mohsenin
301 Rackley Building
Pennsylvania State University
University Park, PA 16802

PSU ADULT EDUCATION ACHIEVEMENT STUDY

Interviewer: _____ Social Security # _____

Address: _____

_____

Telephone: _____

Date Submitted: _____

Number telephone interviews completed

@ $3.00 each _____

Postage _____

TOTAL DUE _____

Mail to: Iran Mohsenin
301 Rackley Building
Pennsylvania State University
University Park, PA 16802

PSU ADULT EDUCATION ACHIEVEMENT STUDY

Interviewer: _____ Social Security # _____

Address: _____

_____

Date Submitted: _____

Number of respondents for personal
interview @ $10.00 each _____

Mail to: Iran Mohsenin
301 Rackley Building
Pennsylvania State University
University Park, PA 16802

APPENDIX II

TELEPHONE QUESTIONNAIRE

Location: _____ Time Interview Began _____
Time Interview Ended _____

Penn State Adult Education Achievement Study

Good morning/afternoon/evening. I'm _____ calling you because you were a former student in our program. As part of a study at Penn State University, we would like to know how you are doing since you left our program. Would you be willing to help us in our study?

I would like to ask you a few questions which will take only a few minutes of your time. Your answers will be kept completely confidential. I want you to know that you are free not to answer any particular question and your cooperation is voluntary.

1. What was the last grade you completed in school? _____

2. Have you been able to finish your GED? _____ Yes _____ No

3. What other classes have you taken such as typing, auto repair, key punching, crafts? _____ None

↓

4. Are you a housewife, working now, unemployed, laid off, or what?

   1 - housewife
   2 - disabled
   3 - unemployed
   4 - retired
   5 - working now

   ↓

   a. Are you working full time or part time?

      1 - full time ↓ 2 - part-time

   b. What kind of work do you do?

5. Do you get food stamps or other kinds of help?

_____ yes _____ no

↓

_____ (types of help)

6. Were you employed at the time you began to take classes at our Learning Center?

_____ yes _____ no

↓

a. What kind of work were you doing? _____

7. Are you a registered voter?

_____ yes _____ no

8. What are some organizations, or social clubs you belong to (such as fire company, VFW, Moose, hunting clubs, American Legion -- Ladies church auxiliary, women's clubs)

_____

_____

_____

9. What kinds of volunteer work have you done in the last year or two? (PTA, church, Sunday School, collecting for a disease, YMCA, sports coaching)

_____

_____

_____

10. Do you have or did you ever have a driver's license?

_____ yes _____ no

↓

Do you recall if you had a license when you began your classes at the Learning Center?

_____ yes _____ no

11. In what ways do you think your being in school helped your family?

_____

_____

_____

12. How have some of the things you learned at the Center helped you in your shopping? Such as buying a car, groceries, furniture, clothes, getting a loan?

_____

_____

_____

13. Do you have a library card?

_____ yes _____ no

13a. How often do you use your library card (or go to the Book Mobile)?

_____ don't have a card

_____ once a week

_____ once every two weeks

_____ once a month

_____ other (specify) _____

14. How often do you read the newspaper?

_____ _____ _____

Every day 2-3 times/week hardly ever

_____

What parts of the paper do you usually read?

15. The following questions are just for us to know what groups of people have been in our programs.

a. (don't ask) _____ male

_____ female

16. Could I ask your year of birth?

_____ year of birth

(Interviewer calculate)

Present age _____

Age when student _____

17. Would you describe yourself as:

a. White/Caucasian b. Black/Afro American c. Puerto-Rican

d. Chicano/Latin American e. Oriental/Asian American

f. Other (specify) _____

18. Is your entire family income:

over $20,000 _____
or
under $20,000 _____

over $15,000 _____
or
under $15,000 _____

over $10,000 _____
or
under $10,000 _____

over $5,000 _____
or
under $5,000 _____

19a. What are some good experiences you remember when you were a student at our Learning Center?

_____

_____

b. What are some things you would like to see improved?

_____

_____

We will be selecting some people who have talked with us over the phone, like you, to be interviewed in their homes in a few weeks. The people being interviewed will be asked to read some paragraphs and discuss it with the interviewer. There will also be some interesting game situations. There are no tests or grades, and again, no names, everything is confidential. The whole interview should not take more than an hour. Are you interested in being considered for this interview?

_____ yes _____ no

If you are selected, you will be paid $10 for your time.

If yes --

TO INTERVIEWER - on separate sheet:

1. Write name, address, telephone number
2. Make appointment at this time for in-depth interview

and

If no --

(In both cases - gratitude and thanks)

Thank you very much for your cooperation. You have been very helpful to us and your comments will be a help in future planning. Good-bye.

APPENDIX III

IN-DEPTH INTERVIEW

PENN STATE UNIVERSITY ADULT EDUCATION STUDY

In-depth Interview Kit

1. General Directions to Interviewers (1 copy)
2. Question Sheet for Interviewers (1 copy)
3. Answer sheet for Respondents (10 copies)
4. Allerest Tablets Exhibit Question 3 (1 copy)
5. 1981 Tax Form 1040A pages 2 and 3 (1 copy)
6. Dear Abby Questions and Answers (1 set)
7. School Bus Regulations Question 9 (1 copy)
8. TV Guide, March 6 - 12 (1 copy)
9. Rental Agreement Question 11 (1 copy)
10. Pa. Hunting Trapping Regulations (1 copy)
11. Beef Barbecue Recipe (1 copy)

PENN STATE ADULT EDUCATION STUDY

PERSONAL INTERVIEWS:

The goal is to have 25 completed in-depth interviews from each site. If there are 3 interviewers at your site, you will be responsible for 8 interviews each and one person will get one extra interview for the quota of 25. When selecting respondents please keep in mind the following:

1. Attempt to have equal numbers of males and females, if possible;

2. First priority should be persons who were students in 1974, then, 1976, and finally 1978;

3. Attempt to select from a varied age range (20's, 30's, 40's, 50's, 60's).

Since this interview is designed to assess performance, the manner in which the interview is conducted is extremely important. Besides the suggestions given in your interviewer's manual (p. 4, part V), the following may be of some help to you.

1. State that this interview is not a test, but merely a series of situations which we may have to deal with in every day life.

2. People differ in the way they approach and solve problems and we are interested in that difference.

3. In order to decrease anxiety or tension; the interviewer may want to be browsing through a book or other reading material while the respondent is working on a task.

4. Besides reading the questions out loud, the respondent should also read the questions or refer to them. You may paraphrase the questions if needed.

In addition to the interviewing kit, which contains the materials you need, please provide some pencils and have a local telephone directory for some of the questions.

The interviewer should fill in the information needed at the top of the sheet (time interview began and ended, where interview was conducted, and the name of the interviewer). Do not write respondent's name on respondent's sheet or on any other records connected with this project. Please have respondent fill in the site (Erie, Altoona, or Pleasant Gap), sex, age, year he was student at learning center and year he obtained GED (if applicable), and present occupation. If unemployed, please give source of income. If interviewer is more comfortable filling out this section, please feel free to do so.

When the interview is completed, the $10 honorarium should be offered as a gesture of appreciation for the respondent's time and interest. Be sure to note time interview was completed.

THE PENNSYLVANIA STATE UNIVERSITY
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Division of Education Policy Studies
814-865-1487

TO: Interviewers of PSU Adult Education Achievement Study

FROM: Iran Mohsenin

DATE: March 16, 1982

Please find enclosed my personal check for _____ for payment to _____ respondents. Because of auditing procedures, I must receive a signed and dated receipt for each person interviewed who received the $10 payment. A supply of receipts are enclosed for your use. The receipts do not have to be attached to the questionnaire reply sheets so that confidentiality is not jeopardized, but should be mailed along with the replies. Without this receipt, I cannot authorize payment for your part in administering the questionnaire.

Please review the interviewer's manual and the complete in-depth interview kit before administering the questionnaire. I am relying on you in the spirit of professional integrity and collegiality so that the data collected is subject to a minimum of unseen variables. I hope that the in-depth interviews can be completed by March 26th and no later than March 31. If you have any questions, please call me.

IM:ss

AN EQUAL OPPORTUNITY UNIVERSITY

PENN STATE UNIVERSITY

_____
Date

I have received $10.00 from _____
Interviewer

as payment for answering a questionnaire.

_____
Respondent

PENN STATE UNIVERSITY

_____
Date

I have received $10.00 from _____
Interviewer

as payment for answering a questionnaire.

_____
Respondent

PENN STATE UNIVERSITY ADULT EDUCATION STUDY

Questions for in-depth interviewing:

1. When we make a shopping list for ourselves, we usually write just the item (thing) we want -- such as milk, eggs, etc. By number 1 -- make a shopping list for yourself of 5 items you need at the supermarket, using one word for each item. For example, just write eggs, sugar, etc.

2. Now, using the same items, make the list for someone else who will be doing the shopping. For example, instead of just eggs, add how many, what size, brand name. Use any words that will help the other person buy exactly what you have in mind.

3. These are directions from a hayfever and allergy medicine (give Exhibit Question 3 to respondent to read). Write the answer to the following questions.

   1. If a person has high blood pressure, who should he check with before taking a dose? Answer after #1.

   2. If a person needs to take this medicine and also has to mow the lawn, which should he do first? Write your answer after #2.

4. The yellow pages in the telephone directory are a guide to the services in our area. For medical services, many doctors specialize in one part of the body. If you want a specialist, who would you call for the following medical situations? Use the yellow pages to find the specialists for the following situations. Write doctor's name only.

   1. A sick child
   2. A pregnant woman
   3. A person who has a mental problem
   4. A person who needs an appendix removed
   5. A person who has heart trouble

5. Looking again at the yellow pages, you need to find a dealer who will repair a Ford car. Write his name after #5.

6. You need some information about filling out your 1981 Federal Income Tax return. What number will you call in the telephone directory?

Questions for in-depth interviewing .

7. These are 2 pages from the 1981 Tax Form 1040A. Read the paragraph about Tax Table Changes. On your answer sheet after (a) write the number of the line on 1040A where deduction for exemptions is shown; (b) how much is each exemption?

8. One of the popular columns in the newspaper is the Dear Abby column. I'm going to give you some questions that people have sent in. I also have Abby's answers. See if you can match the advice to the question. After the task is finished, turn the cards over and see how many numbers matched together. Write that number on your answer sheet.

9. The paragraph I am showing you explains school bus regulations taken from the Pa. Driver's Manual. Please read the paragraph to yourself. According to the regulations, when don't you have to stop for a school bus? Write your answer after number 9.

10. In reading the TV Guide, which program or programs being shown on Sunday between 6:00 and 9:00 P.M. would give information to a child who has to write a report about science or animals? Write the name of the program or programs on line 10.

11. This is a sample of a rental lease explaining what the landlord is responsible for and what the tenant is responsible for. Take a few minutes to read the lease agreement.

    There is a list of phrases taken from the lease. Read the list and put a T before the phrase that is the tenant's responsibility. Place an L before the phrase that is the landlord's responsibility.

12. (Use Question A from a Digest of Pa. Hunting Trapping Regulations if respondent is male; use question B is respondent is female.

12A. Pages 6 and 7 of the Pa. Hunting Regulations gives some rules about licenses. Read the rules to find answers to the following questions.

    1. In what ways can a person under 16 get a hunting license?

    2. What kind of license is required to hunt deer during archery season?

    3. When can a person hunt without getting a license?

12B. Read the recipe for Sloppy Joes or Beef Barbecues. It is enough for 8 average servings. In order to serve 12 people, we will have to increase the ingredients one-half times more. On your sheet put in the new amounts beside the ingredients listed.

Questions for in-depth interviewing:

13A. Think back to yesterday. When did you have to read something such as a newspaper, magazine, TV announcement? Write down the kind of things you read. Example, the newspaper, a story in a magazine, a recipe.

B. Now, think of all the times you wrote something down yesterday. Again list the type of things you wrote. Example: a grocery list, a letter, etc.

PERSONAL INTERVIEWS:

The questions were pre-tested so that any ambiguities or unclear statements could be corrected.

Question 1 Explain that only one word is required as given in example.

Question 2 Emphasize that the descriptions should be as exact as possible.

Question 3 Respondent should read the exhibit first - then refer to the questions.

Question 4 Respondent may not know terminology of different medical specialties, but that is part of the answer. Phone numbers are not needed.

Question 5 Although respondent may know a local garage, have him use telephone book.

Question 6 This uses inferential reasoning--Federal means government, etc.

Question 7 This question caused a lot of problems so was simplified. Respondent reads paragraph which should guide him to 1040A.

Question 8 The number to be written is sum total of matching cards. If all are correct, number would be five, etc.

Question 9 Question was revised so that exact wording in paragraph is also wording in question.

Question 10 Direct respondent to read description of programs and not rely on memory of what they watch.

Question 11 There may be a problem with premises. You can define the word if necessary.

Question 12 Both parts seemed clear.

Question 13 Respondent is not required to give name of story or identify TV announcement. We are interested only in categories, not specific names.

Please mark answers 4, 5, and 6 (C if correct, X if wrong).

Mail all your answer sheets to:

Iran Mohsenin
301 Rackley Building
Pennsylvania State University
University Park, PA 16802

reaching me by March 26, 1982. Any questions, call 814-865-1487.

Time Interview Began _____ Interview conducted at home _____

Time Interview Ended _____ at learning center _____

Interviewer _____

RESPONDENT'S SHEET

_____	_____	_____	_____	_____
Site	Sex	Age	Year	GED

_____
Occupation

1. Shopping list for yourself
   1.
   2.
   3.
   4.
   5.

2. Shopping list for someone else
   1.
   2.
   3.
   4.
   5.

3. 1. _____
   2. _____

4. 1. _____
   2. _____
   3. _____
   4. _____
   5. _____

5. _____

6. _____

Respondent's Sheet

7. a. _____

   b. _____

8. _____

9. _____

10. _____

_____ _____

11. T for tenant; L for landlord

_____ pay the rent

_____ pay utilities

_____ pay water bills

_____ pay security deposit

_____ pay cleaning charge

_____ not to sublet

_____ follow apartment building rules

_____ not have more than 4 persons living in apartment

_____ give name of apartment house manager

_____ notify owner of extended absence

_____ tell tenant 24 hours in advance of intent to enter apartment

12A. 1. _____ _____

_____

2. _____

_____

3. _____

_____

Respondent's Sheet

12B. _____ ground beef

_____ ketchup

_____ vinegar

_____ onions

_____ water

13A. _____

_____

_____

13B. _____

_____

_____

EXHIBIT - QUESTION 3

ALLEREST TABLETS

Dosage: Take 2 tablets every 4 hours. Not to exceed 8 tablets in 24 hours. Children (6-12) one-half above dose. Children under 6: consult physician.

Caution: Persons with high blood pressure, heart disease, diabetes, or thyroid disease see physician before using. Since drowsiness may occur, do not drive or operate machinery. If symptoms persist, see your physician.

Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return** **1981** (5) OMB No. 1545-0085

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no.

City, town or post office, State and ZIP code | Your occupation ▶ | Spouse's occupation ▶

Presidential Election Campaign ▶ Do you want $1 to go to this fund? . . . . . ___ Yes ___ No
If joint return, does your spouse want $1 to go to this fund? . . . ___ Yes ___ No
Note: *Checking "Yes" will not increase your tax or reduce your refund.*

For Privacy Act and Paperwork Reduction Act Notice, see page 23 of Instructions

Filing Status Check Only One Box.
1 ___ Single
2 ___ Married filing joint return (even if only one had income)
3 ___ Married filing separate return. Enter spouse's social security no. above and full name here ▶
4 ___ Head of household (with qualifying person). (See page 8 of Instructions.) If he or she is your unmarried child, enter child's name ▶

Exemptions Always check the box labeled Yourself. Check other boxes if they apply.
5a ___ Yourself ___ 65 or over ___ Blind
b ___ Spouse ___ 65 or over ___ Blind
Enter number of boxes checked on 5a and b ▶
c First names of your dependent children who lived with you ▶
Enter number of children listed on 5c ▶

d Other dependents:

(1) Name	(2) Relationship	(3) Number of months lived in your home.	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶
Add numbers entered in boxes above ▶

6 Total number of exemptions claimed . . . . . .

Please Attach Copy B of Forms W-2 Here

7	Wages, salaries, tips, etc. *(Attach Forms W-2. See page 10 of Instructions)*		7
8a	Interest income . . (*Complete page 2 if over $400 or you have any All-Savers interest*)	8a	
b	Dividends . . . . . (*Complete page 2 if over $400*)	8b	
c	Total *(add lines 8a and 8b)*	8c	
d	Exclusion *(See page 11 of Instructions)*	8d	
e	Subtract line 8d from line 8c *(but not less than zero)*		8e
9a	Unemployment compensation (insurance). Total received from Form(s) 1099-UC		
b	Taxable amount, if any, from worksheet on page 12 of Instructions		9b
10	Adjusted gross income *(add lines 7, 8e, and 9b). If under $10,000, see page 13 of Instructions on "Earned Income Credit"*		10
11	Multiply $1,000 by the total number of exemptions claimed on line 6		11
12	Taxable income *(subtract line 11 from line 10)*		12
13a	Credit for contributions to candidates for public office. *(See page 13 of Instructions)*	13a	

IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.

Attach Payment Here

b	Total Federal income tax withheld *(If line 7 is more than $29,700, see page 13 of Instructions)*	13b	
c	Earned income credit *(from page 14 of Instructions)*	13c	
14	Total *(add lines 13a, b, and c)*		14
15a	Tax on the amount on line 12. *(See page 15 of Instructions; then find your tax in the Tax Table on pages 17–22)*	15a	
b	Advance earned income credit (EIC) *(from Form W-2)*. . .	15b	
16	Total *(add lines 15a and 15b)*		16
17	If line 14 is larger than line 16, enter amount to be **REFUNDED TO YOU** . . . . . ▶		17
18	If line 16 is larger than line 14, enter **BALANCE DUE.** Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number and "1981 Form 1040A" on it. ▶		18

Please Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Your signature Date ▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Paid Preparer's Use Only

Preparer's signature ▶ | Date | Check if self-employed ▶ ☐ | Preparer's social security no.

Firm's name (or yours, if self-employed) and address ▶ | E.I. No. ▶ | ZIP code ▶

Form **1040A** (1981)

Changes for 1981

New Rate Reduction Credit

Your 1981 tax has been reduced by a new one-year credit. The rate reduction credit has been built into the Tax Table for you.

Tax Table Changes

Generally, all filers with taxable incomes of less than $50,000 must use the recently expanded Tax Table. See the instructions for **Figuring Your Income Tax** on page 15 for more details.

Also, the built-in deduction for exemptions has been removed from the 1981 Tax Table. Instead, the deduction for exemptions is now shown on line 11 of the 1981 Form 1040A and is then subtracted to arrive at taxable income. You then compute your tax from the Tax Table using this taxable income figure. This change enables us to provide you with one tax table instead of four. Keep this change in mind if you want to compare this year's tax table with last year's tax tables.

Form 1040A Interest and Dividend Ceiling Removed

If you filed Form 1040 last year only because your interest or dividend income was over $400, you may be able to use Form 1040A this year. See **Form 1040A or Form 1040?** instructions on page 4 for more details.

New Exclusion for Interest and Dividend Income

Generally, you can now exclude up to $200 ($400 if married and filing a joint return) of qualifying interest and dividend income. See the instructions for line 8d on page 11 for more details.

New Exclusion for Qualified Interest from All-Savers Certificates

You are entitled to a lifetime exclusion of up to $1,000 ($2,000 if married filing a joint return) of qualifying interest from All-Savers Certificates. Claim this exclusion on page 2 of Form 1040A. Please see the instructions on page 11 for more details.

Important Reminders for 1981

Estimated Tax Payments by Retirees

If you are retired now or plan to retire in 1982, you may have to make estimated tax payments on Form 1040-ES. Or, you may choose to have income tax withheld from your pension or annuity by giving the payer **Form W-4P.** If you do not pay enough estimated tax or have enough tax withheld, you may be charged a penalty. For more details, see **Publication 505,** Tax Withholding and Estimated Tax.

Do You Want More or Less Income Tax Withheld in 1982?

If the refund you receive is large, you may want to decrease your withholding for 1982. If you are a working married couple, or had two or more jobs, or had income not subject to withholding, you may need to have more tax withheld to avoid owing IRS a large amount. See **Income Tax Withholding for 1982** on page 16 for more details.

Could You Pay Less Tax By Income Averaging?

If there has been a large increase in your income this year, you may be able to pay less tax by using the income averaging method to figure your tax. If you can use income averaging, you must file **Form 1040.** To see if you qualify, please get Schedule G (Form 1040).

Divorced Persons—Property Settlement

If you transfer assets to your spouse as part of a property settlement because of divorce, you may have a taxable gain. If you transfer business or investment property, you may have a taxable gain or a deductible loss. Please get **Publication 504,** Tax Information for Divorced or Separated Individuals, for details.

DEAR ABBY QUESTIONS:

Dear Abby: My girlfriend Betty (fictitious name) was so beautiful a few years ago that when she walked down the streets heads would turn. She still has a beautiful face, but she must have gained about 50 pounds. Maybe 75.

Betty has tried Weight Watchers, Tops and Overeaters Anonymous but she never stayed with any of them. She's also been to doctors who have put her on special diets, pills, shots, etc. Nothing worked.

Yesterday Betty told me she went to a fantastic doctor who specializes in weight reduction.

He charged her $100 to weigh her, take her blood pressure and tell her he couldn't take her because she didn't weigh enough. He said he treats only extremely obese people, and she will have to gain at least 15 pounds before he can take her. Can you believe this?

So now Betty is eating up a storm so this doctor will take her. What do you make of this?

Dear Abby: My parents were divorced when I was three, and from that time on, I lived with my mother. Mom married Jake when I was eight and he has been great to me. I never saw my real father (Lloyd) much until I graduated from high school because he also married again and was busy with the children by his second wife.

Now I'm 21, and in the last couple of years I've gotten very close to Lloyd. Maybe it's because he's my blood relative, but I have a special feeling for him.

I'm getting married soon and deep down in my heart I want Lloyd to give me away, but when I told my Mom, she hit the ceiling. She said Jake would be crushed, and besides he was paying for my wedding and he should give me away.

Someone suggested I have both Lloyd and Jake give me away, but I'm afraid it might look like I couldn't make up my mind. Can you advise me?

DEAR ABBY QUESTIONS:

Dear Abby: My wife and I fixed up our backyard with a slide, swings and a sandbox for our grandchildren to enjoy when they visit us on weekends.

The neighbors' children (and there are many) asked if they could play in our backyard during the week, and we saw no reason to refuse them.

Well, last week a neighbor fell off our swing and broke her nose and two front teeth! (they were not baby teeth, so they have to be replaced)

The girl's father informed us, through his lawyer, that we are liable for the doctor and the dental bills.

Our own lawyer said we had to pay it because it happened in our yard. Abby, we're just average middle-class people, and this has hit us hard.

I hope you'll print this as a warning to other naive, big-hearted people who can ill afford such generosity.

Dear Abby: I work at a store with a girl I'll call "Sue." She's a nice girl and very efficient, but she never smiles. When she says "Thank you," she sounds like a recording. No sincerity, no cheerfulness, just a long face and about as much personality as a robot.

I always smile when I wait on customers. I think that's the way to get them to come back. Sue says the customers don't care whether you smile or not. They come in to buy, she says, and if they're satisfied, they'll come back, regardless.

What's your opinion?

Dear Abby: I'm a 34-year old woman earning a top salary as an executive, but when it comes to managing my personal life, I'm a dummy.

For the last two years, I've had this 28-year old fellow living with me. I'm hooked on him. He can't hold a job because he hates to get up in the morning, so I've been supporting him. My friends tell me to kick him out, but I can't bring myself to because he's wonderful company and I really enjoy living with him.

He admits to seeing other girls while I'm at work and insists that there's nothing wrong with it as long as we're not married.

Abby, he wants to marry me, and says that once we're married he'll shape up, get a job and work steady, but I'm leery.

Half of me says, "Marry him" and the other half says, "Don't" What do you say?

DEAR ABBY ANSWERS:

It's not uncommon for a bride's natural father and step-father to share the honor. I think it would look beautiful. But how it would look is not as important as how it would feel. And under the circumstances, I think everyone (especially you) will feel better if no feelings are hurt.

I think Betty is a compulsive overeater who has found the perfect excuse to continue eating for a while. And I can't believe that a legitimate physician would tell an obese person to gain weight to qualify for a weight-reduction program.

Will do. But if you had spent just a few dollars in insurance, you would have been covered--not stuck! Readers, talk to your insurance agent, and be sure you're protected.

Listen to the half with the brains in it and don't marry him.

What customers want more than anything else are efficiency and courtesy -- not smiles. The salesperson who is too busy chatting with another salesperson to notice when a customer is waiting, or the clerk who can't make change or write up a sales slip efficiently will never compensate with a smile.

But the salesperson who is courteous, efficient, ready to serve and smiles, too -- ah, her price is above rubies, her paycheck shall runneth over, and her boss will rise up and call her "buyer."

EXHIBIT - QUESTION 9

SCHOOL BUS REGULATION

When a school bus stops and its red lights are flashing, you must also stop, whether you are behind the bus or coming toward it on the same road.

If you are approaching a stopped school bus but you're driving on the other side of a divided highway, you don't have to stop.

Pa. Driver's Manual

RENTAL AGREEMENT - EXHIBIT QUESTION II

The TENANT has on this date rented from the owner the dwelling unit Apt. 1, 123 Homelane, in the City of Anywhere, PA. beginning on the first day of March, 1982.

1. The monthly rental which tenant agrees to pay is $300 and shall commence on March 1, 1982 and shall be paid in advance.

2. In addition to rent, tenant shall pay all utilities charged against the dwelling unit except water bills which shall be paid for by the owner.

3. Owner acknowledges receipt from tenant of the following:

   a. Security deposit of $300 which owner may claim to repair damages to the premises;

   b. Cleaning charge of $30 which is not refundable;

   c. Key deposit of $2.00 which is not refundable unless keys are returned;

4. No more than 2 adults and 2 children and no additional persons shall occupy dwelling unit;

5. The person authorized to manage the premises and to act for and on behalf of the owner and address are: John Smith, 245 Elm Street

6. Tenant shall not sublet dwelling without prior consent of owner

7. Tenant shall comply with rules and regulations of the apartment building which have been given to him.

8. Owner may enter dwelling without consent of tenant in case of emergency and may enter with consent of tenant to make necessary repairs. Except in case of emergency or impracticability to do so, owner shall give tenant 24 hours notice of intent to enter.

9. Tenant shall notify owner of any extended absence from the premises in excess of seven days, no later than the first day of extended absence.

10. Tenancy of the dwelling may be terminated by either owner or tenant by giving 30 days written notice to the other party.

Sloppy Joes or Beef Barbecues

8 servings

Barbecue

2# ground beef
1 C chopped onion
2T margarine
2t salt
1/2t pepper

Heat margarine in frying pan, brown onion until transparent. Stir in meat and seasonings, breaking up meat into small pieces and brown. Stir in barbecue sauce and simmer 25 min.

Barbecue Sauce

1 C Ketchup
1T sugar
2T vinegar
1/2 C water
2t mustard
2t Worcester Sauce

Combine above and add to meat.